

GOVERNOR DUMMER

The Archon

Spring 1964



U. S. FRIGATE CONSTITUTION

New Trustees

In late November the Headmaster announced the appointment of two new members to the Board of Trustees. Mr. Richard J. Phippen '38 and Mr. Everett Ware Smith fill the vacancies created by the death of the late Dr. Claude M. Fuess and the resignation of the Right Reverend George L. Cadigan.

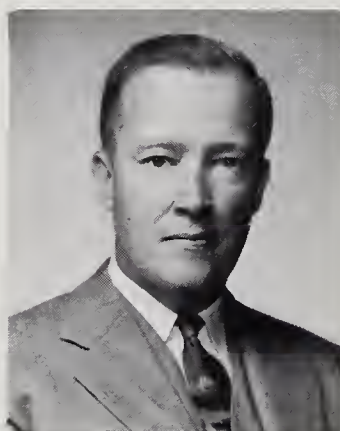
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A resident of Wenham, Mr. Phippen is President, Treasurer and Director of the Thorp and Martin Corporation of Boston. Active in civic affairs, he is Director of the Boston Rescue Mission, Director of the Massachusetts Heart Association, and a senior warden of the Christ Episcopal Church of Hamilton-Wenham.

He married the former Susanne Lacroix in 1951. The couple have six children, four boys and two girls.



Mr. Smith is a graduate of the Moses Brown School and Yale University. Senior Vice-President and a member of the Executive Committee of the New England Merchants Bank, he is also a corporator of the New England Deaconess Hospital and a director of both the Garland Knitting Mills and the

World Trade Center in New England.

Into The Third Century

HEADMASTER'S REPORT

Three years ago we placed before our alumni and parents our Program of Advance, which was designed to assure the continued development of Governor Dummer as it approached its 200th Anniversary. During those three years, a great many words have been spoken and written, a great many people have put in endless hours of hard work, and many thousands of miles have been travelled. The results of this effort are evident all around us, and it is primarily these results which I would like to describe very briefly.

The main purpose of the Program of Advance was to broaden and deepen the experience available to our students, in both the academic and extracurricular areas. We were very pleased to offer during this past year fourteen courses which were not available in 1960. These included both new areas of instruction — such as German, Asian History, International Relations, Religion, and Art — and the extension of existing fields of study through higher-level courses in other foreign languages and science, as well as a full course in calculus.

In the extracurricular area, progress has also been made. The perennially strong Glee Club, yearbook, Debating Club, Camera Club, and others have been joined by other new or enlarged activities. We have now witnessed two fine dramatic productions; our studio art program will be in full swing this fall; and instrumental music has taken a new lease on life. Of relatively recent origin also is the school newspaper, *The Governor*.

Of course, the programs themselves were most important, but if they were to be carried out effectively, facilities also had to be developed. For this reason, we are particularly grateful to all those who have made it possible for us to proceed with the construction of the Moseley Chapel, the Thompson Arts Center, the Frost Hockey Rink and, during this present summer, the renovation and addition to Parsons Schoolhouse to provide a language laboratory-library and the classroom space necessary for our enlarged curriculum.

The progress described above has been most heartening to all of us at Governor Dummer. However, at this point we may well ask, "Where do we go from here?"

First of all, there must be continued study of our academic program to be sure that we are keeping pace with the times and the needs of our students. An area which will be subjected

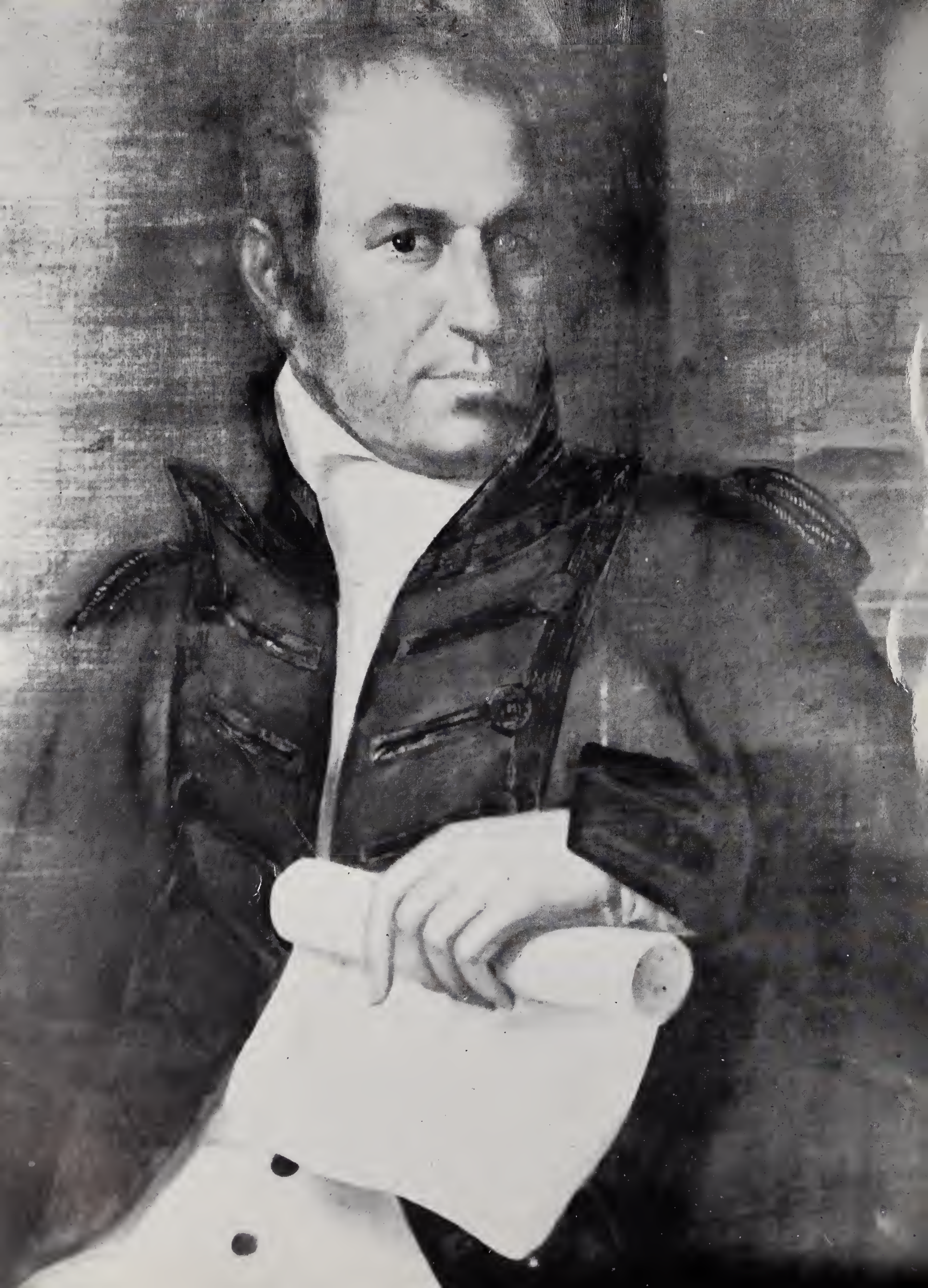
to particular attention during the next few years will be our modern languages. It seems to us that this is one of the relatively neglected fields of study in American education, and we hope to provide significant leadership in the languages. It goes without saying that all other departments are equally subject to re-evaluation and self-criticism.

Our physical needs have been largely met, but there are still three areas that must claim our future attention. One is further improvement of our faculty housing; a second, the provision of additional dormitory space for replacement of outmoded facilities; and third, an expansion of the gymnasium to provide more area for our large wrestling program and for a general physical-education program.

But most important of all is the continued strengthening of our general financial position so that we will be able to continue our attack upon the faculty salary scale, the expansion of our faculty summer-study and travel grants, and the provision of substantially more scholarship funds. All of these items fall under the second phase of the Program of Advance in which we now find ourselves.

Only two other matters would I mention in this brief report. First of all, I would stress the fact that we do hope to keep Governor Dummer at approximately its present size. This policy has been central in our thinking throughout the planning stages of the Program of Advance. However, it is worthwhile noting at this time that our success in adhering to this policy, while at the same time offering an ever richer program, will depend upon the degree to which we are able to expand the base of our financial support. The second point I would stress is that we do not intend to allow our continued concern for excellence in all areas of school life blind us to the need for guidance in the broad area of ideals and principles. In these days of pressures, tensions, and uncertainties, it seems that one of the most important things we can do is assist our young people to find and hold a set of values that will benefit them throughout their days.

To all those who have played a part in the magnificently successful first phase of our Program of Advance, I extend once more my heartfelt thanks. With your assistance the school has indeed maintained its fine rate of development so evident throughout these past twenty-five years, and I feel sure that the future will see ever greater progress.



Preble: Rise Of American Naval Power

E. ASHLEY EAMES

Governor Dummer Academy has always been an integral part of the life of E. Ashley Eames '48. It would be natural for him, then, to write a paper about Edward Preble, Commodore, United States Navy, while working for his Master's degree in History at Boston University. For Ashley Eames, steeped in the traditions of the Academy, the life of this early pupil of Master Moody has particular significance.

* * * *

WAR with Great Britain was not to be declared until June, but in the spring of 1812 two officers of the United States Navy were waging a war of words with Washington officialdom. Captains Stewart and Bainbridge had been thunderstruck upon learning that by presidential order navy ships were to be relegated to the position of floating batteries, moored at harbor entrances with half their guns left ashore. In the presence of James Madison these men confidently declared, "Eight times out of ten, sir, with equal force we can hardly fail; our men are . . . better disciplined . . . Fire cannon is with us as sure as musketry . . . We may be captured and probably shall be . . . but the American flag will never be dishonored, seldom, if ever, struck to an equal force." The President thereupon overruled a disbelieving cabinet. His experiment was to allow each ship one cruise. Confidently, the navy put to sea.

In early July David Porter, with a selected crew rigorously trained in hand-to-hand combat, stood down New York Bay aboard the *Essex*, 38.* Porter drew first blood of the war. Placing a drag astern, the *Essex* disguised herself as a slow merchantman. Enticed by the bait, a strange ship-sloop came running in for a sure kill. At fifty yards the *Essex's* ports sprang open; one broadside made boarding tactics unnecessary. The Royal Navy's *Alert*, 20, was the first American prize.

By October the *United States*, 44, Stephen Decatur in command, was sliding through empty seas 500 miles west of the Canary Islands. The frigate's well-schooled gunnery was anxious to justify her captain's faith. On her first encounter with the enemy she knocked out each of the *Macedonian's* upper-deck guns and poured over a hundred shots into the British hull.

* The numerals following the name of a ship indicate the number of guns.

Meanwhile, Isaac Hull had slipped out of Boston Harbor in the *Constitution*, 44, without orders. He weighed anchor, knowing full well the consequence would be either glorious victory or ignominious defeat and certain court-martial. Why had Hull sailed without orders? No doubt a quest for glory induced him to seek the enemy, but his action was coolly calculated. He believed that the *Constitution's* speed and her forty-four guns would be more than a match for the thirty-eight gun British frigates. Hull and his crew had been "shaking down" for two years. The logic of the situation demanded that the *Constitution* sail, but the decision to sail demanded moral courage, for no order had been issued.

On August 19, the double lookouts of the *Constitution* sighted the H. M. S. *Guerriere*. The Britisher's shot bounced from the *Constitution's* scantling, causing the crew to shout, "Her sides are made of iron!" To be sure of firing low, Hull let his ship dip into a trough. "Now, boys, pour it into them!" The *Guerriere* was smashed and burned.

The full story of these men and their ships must wait for another time. It is important now, however, to reveal that they met with a degree of success and displayed qualities of leadership and ingenuity hitherto unknown in the United States Navy. Moreover, their success came as a complete shock to everyone but themselves. Who or what, then, was responsible for our singular naval achievements in the War of 1812?

The question must read "who," for the responsibility lay with a man from Massachusetts. His hair was a shade of red matched only by his fiery temper. He was tall, with powerful shoulders and a commanding presence, each characteristic complementing his physical courage and sense of discipline. This man possessed a superabundance of the pride that comes from devotion to a cause or to a way of life. The man was Edward Preble; the cause was the United States Navy.

Preble's greatest contribution to his country occurred while he was in the Mediterranean Sea as commander of an American squadron patrolling the Barbary Coast of North Africa to

protect American commerce. The chief troublemaker was the Bashaw of Tripoli; the year, 1803. An incident which shows Preble's character occurred as the *Constitution* arrived off Gibraltar. A large but unknown ship was running parallel to Preble's *Constitution* in a heavy, fog-shrouded sea. A confusing exchange of hails occurred as each ship tried to identify the other without giving itself away. Finally Preble's temper won out. He seized the speaking trumpet. "I now hail you for the last time," he shouted. "If you do not answer, I'll fire a shot into you." "If you fire, I'll return a broadside," came the reply. "I should like to see you try that!" said Preble. "I now hail for an answer. What ship is that?" "This is H. M. S. *Donegal*, 84 guns, Sir Richard Strachan, an English Commodore. Send a boat aboard." "This is the U. S. S. *Constitution*, 44 guns, Edward Preble, an American Commodore, and I'll be damned if I'll send a boat aboard any ship. Blow your matches, boys!" This kind of grit American seamen could appreciate. Preble's matches were burning and his cartridges were laid. The Briton was not prepared and, in capitulating, revealed that the *Donegal* carried only some 50 guns. What manner of man was this whom President Jefferson had sent to free American commerce from Tripolitan piracy?

It is not surprising to learn that in his childhood in the Falmouth district of Maine, Preble had " . . . discovered a strong disposition for hazards and adventures . . . " His father, a Massachusetts Brigadier-General in the old French Wars, had moved his family of twelve from Scituate to the Casco Bay before Edward's birth in August, 1761.

Falmouth was an integral part of Massachusetts, allowing the "old Brigadier" to be a member of the Council and Senate during the Revolutionary War, and enabling him to send Edward to Dummer Academy at Newbury in "the home state." Under the celebrated Samuel Moody he studied Latin and the liberal arts " . . . though the bias of his nature to action and enterprise proved an overmatch for the attractions of literature and sedentary occupations." Much culture was acquired from Master Moody which later was revealed in the "correctness and propriety of expression in his letters and orders, the quality and cast of his conversation, and general resources of mind." The Master was "struck with the marks of a fearless, invincible spirit in Preble." On one occasion Edward bloodied the face of a schoolfellow, thus raising the Master's ire to a tempest. "Seizing the fire-shovel, Moody sprang towards the offender and aimed a blow at his head,

which, however, he took care should just escape on one side of his mark and fall on the desk. He repeated the motion, bringing down his dead'y weapon on the other side with the utmost violence. The boy never changed his attitude or countenance, sitting perfectly erect and looking calmly at the assailant." Such a display of composure caused Moody to remark, "Boys, did you observe the Brigadier when I struck? He never winked. He'll be a general yet."

A distaste for schooling and a case of spring fever in 1777 caused Preble to leave Dummer for Newburyport at the mouth of the Merrimac. He "entered" as cabin-boy on the privateer *Neptune*, under the command of Captain William Friend. After several years he received a midshipman's warrant in the new Massachusetts State ship *Protector*. Captured by the British in the West Indies, Preble was condemned to a prison ship in New York harbor, where he contracted a fever (probably typhus) and, upon exchange, needed a year to recover. The man's native element was the maritime atmosphere of Massachusetts, and to it he quickly returned.

Preble's intrepidity was displayed as First Lieutenant for Captain George Little's *Winthrop*, another State sloop of war. The summer of 1782 found the *Winthrop* harassing the Royal Navy off the Maine coast. Hearing that the British brig, *Allegiance*, was searching for him, Little sought her at Castine on the Penobscot River. His First Lieutenant headed the boarding party of forty men which was to capture the brig and take her as a prize to Boston. But the ships had no more than touched when the *Winthrop* was forced loose. Together with only fourteen men, Preble found himself on the *Allegiance*. Captain Little demanded, "Do you want more men?" Preble thundered back, "No Sir! We have more than we want; we stand in each other's way." Thus feigning a large boarding party, the Lieutenant forced the brig's crew of 200 to escape through the portholes or surrender. Redcoats fired from the shore as the cut-out brig beat out of the harbor with her prize crew.

After the Revolution the navy all but disappeared. Edward Preble became a ship master with voyages to the West Indies, Bordeaux, the Guinea coast, and Spain. The great pride and spirit of the old colonial merchants was not lost on him.

A menacing gesture from the French in 1798 caused President Adams to build fifteen frigates and other vessels of war. Preble was one of five First Lieutenants commissioned. He took the revenue cutter *Pickering* to the West Indies. His log-books, which indicate the ship's advanced

state of readiness, are impressive: "Gave chase. Beat to quarters, furnished the men in the tops with a pair of pistols and a sharpened cutlass apiece." These weapons were a Naval innovation; ingenuity was at work.

The year 1800 brought the man from Massachusetts a captaincy and the command of the new frigate *Essex*, financed, built and presented to the navy by the city of Salem. She was destined for Batavia in the East Indies from whence Preble convoyed home fourteen "sail" of merchantmen. There were many signs aboard the *Essex* which foretold Preble's ultimate gift to the navy. He introduced matchless discipline, nautical and gunnery skill and familiarity with naval tactics, characteristics which were to distinguish his Mediterranean squadron.

At the turn of the century the United States was deeply suspect of an inherent inability to conduct warfare at sea. The fact that American merchant ships and later even her warships allowed British impressment of sailors did little for naval pride. It followed that the English displayed utter contempt for the cowardly American navy. Ridden with quarrels, backbiting and greed, the service deserved its base reputation.

Jefferson's new Republican administration had no interest in revitalizing the navy. The President thoroughly approved an act "providing for a (diminished) naval peace establishment" passed only a few days before he took office in March, 1801. Accordingly, nineteen out of twenty-eight navy captains, all the masters-commandant and two-thirds of the lieutenants were retired from service. Salaries were reduced. No longer were there prospects of prize money. Resignations were rampant. Morale was at rock bottom.

TRIPOLI

In a moment of glorious insight, however, Jefferson did see the moral wrong in buying peace from Tripoli. The four Barbary powers, Morocco, Algiers, Tunis and Tripoli, preyed upon American merchant ships that passed Gibraltar and, over a decade, had blackmailed the United States for more than \$2,000,000 in ransoms, gifts and tributes. By the treaty of Tripoli, 1796, the Bashaw had received \$83,000 in three and a half years. In May, 1801, he suddenly demanded more; and when Jefferson refused to pay, the Bashaw ordered the consular flagstaff cut down, a formal declaration of war.

When the Secretary of the Navy refused Captain Preble's resignation from the navy and gave him command of the relief squadron to be sent to the Mediterranean in the fall of 1803, Preble



CAPT. ISAAC HULL

was known to be in full agreement with the President's moral stand. Any tribute to the Barbary powers was wrong. Resistance was the only patriotic solution. Consistent with the policy of military de-emphasis, the relief squadron was small. However, the Secretary had made up for this lack by detailing a man whose efficiency and resourcefulness knew no bounds.

And so the man from Massachusetts came to be running in heavy September seas off Gibraltar when he challenged the *Donegal*. True his temper flared; but the *Constitution* was at combat-readiness as had been his earlier commands, the *Pickering* and the *Essex*. The "American Naval School," Master Preble presiding, had opened its doors with the Mediterranean Sea as classroom, naval officers as students, and the Tripoli pirates as guinea pigs.

Commodore Preble's orders were to prevent the Tripolitans from seizing American ships. Preventive war had meant simply a partial blockade to his predecessors. To Preble it meant not only an effective blockade but also offensive forays to keep the pirates busy licking their wounds. This novel approach caught the fancy of his officers and men.

No sooner had he tossed anchor at Gibraltar than orders were issued commencing active op-



CAPT. WILLIAM BAINBRIDGE

erations. Preble gave command of the *Argus*, 16, to a Connecticut Yankee, Isaac Hull, who was later to sail his commander's ship against the *Guerriere*. For the next year, Hull bombed and blockaded Tripoli, twice receiving Preble's personal commendation. The Commodore's prompt handling of urgent diplomatic and naval problems was not wasted on Isaac Hull.

Morocco, which held the key to the Straits of Gibraltar, declared war on the United States. "Cringing to these fellows," muttered Preble, "will never do." His reflex was spontaneous! He stormed into Tangier, guns double-shotted and decks cleared for action, to page the Emperor of Morocco.

He demanded and received an interview with the Emperor. Before going ashore he addressed his command: "Comrades — the result of the approaching interview is known only to God. Be it what it may, during my absence keep ships clear for action — let every officer and seaman be at his quarters:— and, if the least injury is offered to my person, immediately attack the batteries, the castles, the city and the troops, totally regardless of me or my physical safety." Preble advanced through 5,000 Moorish troops and found His Majesty surrounded by a regal retinue. Asked if he were not in fear of being detained, the Commodore replied, "No, Sir, you

dare not detain me. But if you presume to do it, my squadron, in your full view, would lay your batteries, your castles and your city in ruins in one hour!" The Emperor was awe-struck by the presence and firmness of the American commander. Negotiations resulted in the disavowal of Moroccan war orders and promised amity in the future without the payment of any tribute whatever. The Bashaw of Tripoli, however, failed to absorb Preble's first school lesson.

The squadron hove to at Malta where an incident occurred whose intangible effect on the squadron and the future navy can never be accurately assessed. Preble's command was feted at a gala ball where a Britisher elbowed Midshipman Joseph Bainbridge in the stomach, and remarked cuttingly, "These Yankees will never stand the smell of powder." The "mid" knocked him to the ballroom floor. Since a duel was in order, Lt. Decatur, backing Bainbridge, proposed pistols at four paces. "This looks like murder, sir," wailed the Briton's second. "No, sir," said Decatur, "It looks like death." The Englishman was shot through the head. The deed itself and the fact that the Commodore stood up for the mid electrified the squadron. Lieutenants proudly shook hands. Seamen cocked their dirks an extra inch.

Grim tidings came to Malta telling of a sea chase which ended with the *Philadelphia* high and fast on a flat, uncharted reef in Tripoli harbor. Her crew was imprisoned under barbarous conditions but could be ransomed for \$1,000 a head. One of the new inmates of the Bashaw's dungeon, First Lieutenant David Porter, established the University of the Prison in which he and fellow prisoners conducted courses in history, French, seamanship, navigation, and worked out problems in naval strategy by manipulating wooden blocks on the prison floor. Such ingenuity was later to bring Porter the first American naval victory of the War of 1812.

The *Philadelphia* was being readied to fight the Americans. Preble's strategic position was drastically altered, for the Tripolitans now had two-fifths of his force, and only the *Constitution* could keep the *Philadelphia* in port. Somehow the captured vessel had to be destroyed and her crew freed without payment of ransom.

The winter months to February found the young lieutenants and midshipmen at "school" with their maritime master. A precis was assigned to one of the "mids" concerning the number, location, and state of readiness of all guns in the citadel of Tunis. Letters of apology were written for every breach of naval conduct, with dissidents sternly rebuked. But Preble was

just as free with praise, often informing "state-side" families of their sons' deeds. In addition, Preble maintained the blockade, conducted all his country's diplomatic business in the Mediterranean, and coaxed his painful ulcers. Most important was the outfitting of a captured ketch for a run at the *Philadelphia* moored in Tripoli harbor.

The sixty-foot runner was christened *Intrepid*, and was manned by seventy-four American sailors, most of them volunteer followers of Stephen Decatur, *Enterprise*, 12. Famous for his ardor, Decatur helped Preble plan a "commando" attack which would leave the *Philadelphia* in flames. The night of February 16, with a new moon and trailing clouds, found the *Intrepid* coasting in under the Bashaw's batteries. The crouching sailors were seen too late and were aboard the frigate before the watch's yell; "Americano," died in the air. Combustibles were lighted. A soaring temperature set off the *Philadelphia's* guns, but not before all raiders were safely off and away. No less a naval personage than Lord Nelson was to name this action the most daring achievement of the Age. Decatur was schooling for his future encounter with the *Macedonian*.

By midsummer Preble was ready to make war on Tripoli with a force composed of the *Constitution*, three brigs, three schooners, two bombs, and six gunboats and a total of 1,060 men. In a report to Jefferson he said,

"I proceed to make the necessary arrangements for an attack on Tripoli, a city well walled, protected by batteries, judiciously constructed, mounting 115 pieces of heavy cannon, and defended by 25,000 Arabs and Turks, the harbor protected by 19 gunboats . . . forming a strong line of defense at secured moorings, inside a long range of rocks and shoals . . . and renders it impossible for a vessel of the *Constitution's* draft of water to approach near enough to destroy them . . ."

But the *Constitution* stood close in under the battery walls with smaller ships in line behind. The double-purpose cannonade dealt destruction within the town and also prevented pirate batteries from concentrating on the six gunboats. Decatur led the small craft from behind the line of ships and bore down on nineteen adversaries of like kind. The boats clashed in deadly hand-to-hand combat. Bloodfilled scuppers revealed the butchery and bravery going on above. Decatur, who personally accounted for the capture of two of the enemy's light craft, watched his brother be wounded mortally by a pirate. The grief-stricken officer reported to Preble, "I have brought you three of the enemy's gunboats, sir." Preble grabbed his subordinate's



STEPHEN DECATUR

lapels, crying, "Three, sir? Where are the rest of them? Why have you not brought me more, sir?" and took leave of an irate Decatur. Shortly afterward, Decatur was summoned to the Commodore's cabin, from whence no sounds emerged for some time. A fearful lieutenant entered the cabin to find the two men seated on a bench in tears as Preble consoled Decatur.

The naval bombardment continued through August. Perhaps it was the direct hit on the Bashaw's breakfast room which induced him to forego tribute in the future and to reduce the ransom on the captured crew by \$100,000. Preble's answer was predictable, a broadside from the *Constitution*.

The penetration, energy and heroism of Edward Preble were reflected in his boys. "They stood around him like affectionate and obedient children around a beloved and dignified parent. . . . They would follow his lead, and lead where he prudently should not go." The Commodore wrote the President, "Lt. Decatur (Stephen's brother) was the only officer killed, but in him the service has lost a valuable officer: he was a young man who gave strong promise of being an ornament to his profession, his conduct in the action was highly honorable, and he died nobly." All Preble's boys lived for such an epitaph or diploma.



CHARLES STEWART

One more stroke at the pirates was allowed the maritime master from Massachusetts. Noting the enemy's gunboats bunching together each evening, he unleashed the *Intrepid* once again, her hold crammed with explosives, and an escape cutter in tow. On the night of September 3, Lieutenant Richard Somers and a volunteer crew sailed the ketch directly at the clustered boats. They never made it. It is assumed that upon detection they blew themselves up rather than submit to the barbarians. Their diplomas were awarded posthumously.

The *Philadelphia's* capture and Preble's own sickness were responsible for the powerful reinforcements which relieved him. The Commodore's journal notes his replacement by Captain Samuel Barron; "This supercedure lacerates my heart." Several years later he was further upset upon hearing the terms of Tobias Lear's treaty with the Bashaw*. No more American tributes were to be paid, but Lear had offered \$200. per head for the *Philadelphia's* crew. Vexing was the thought that the ransom had been paid with the Bashaw already overwhelmed by Amer-

* Tobias Lear was a fellow alumnus of Preble's at Dummer Academy. Ambitious for diplomatic fame, Lear had Jefferson's authority to negotiate a treaty with the Bashaw of Tripoli.

ican naval power and by William Eaton's successful military assault on Derna, the second city of Tripoli.

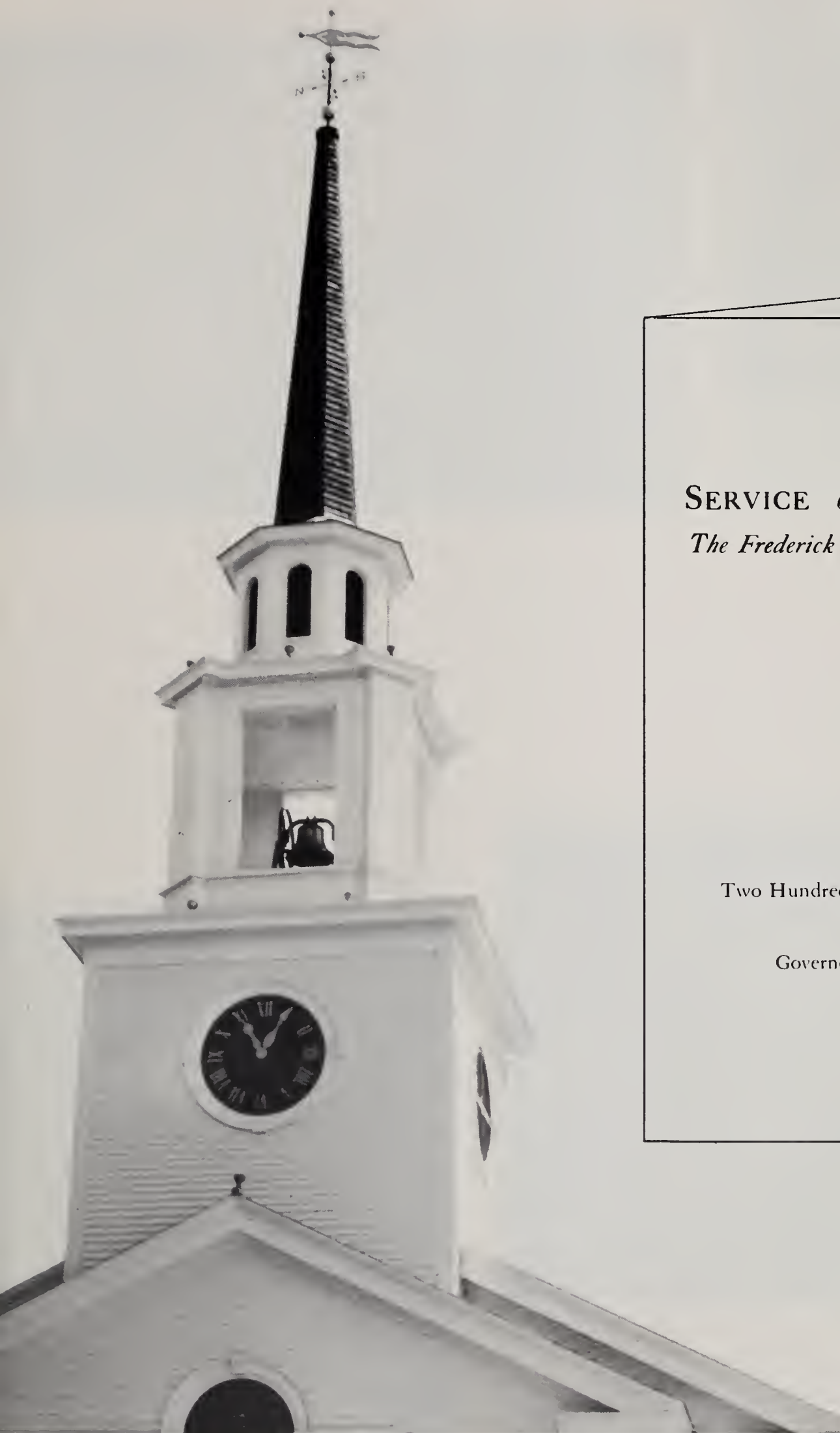
In three short years Edward Preble was dead. Some people assume that his stomach ailment became cancerous, causing his death on Tuesday, August 25, 1807, at the age of forty-six. Others hark back to the previous June when an affront to the United States and her navy occurred which was not soon to be forgotten. The H. M. S. *Leopard*, 50, slid alongside the U. S. S. *Chesapeake*, 38. While Captain James Barron of the American ship was firing one shot, the Britisher inflicted twenty-one casualties and impressed four seamen from Barron. On the news of such timidity and lack of preparedness, an astonished Preble gaped in wordless disbelief. The Commodore never recovered from the shock of the *Leopard-Chesapeake* affair.

WAR

When war finally began on June 18, 1812, it was of dubious parentage. Few people wanted it. The military was unprepared. Madison was reluctant to sacrifice peace. But Preble's boys were at battle efficiency.

A naval officer who said he lived for glory would be scoffed at now, but in 1812 such an attitude was commonplace. This spirit plus a handful of first-class frigates were pitted against the majestic Royal Navy. Seventeen ships opposing more than six hundred was comparable to the handful of Spartans facing the Persian horde at Thermopylae. A London journalist looked across the Atlantic and saw 'a few fire-built frigates, manned by a handful of bastards and outlaws.' What he failed to see was the persistence of Stewart and Bainbridge in Washington; the close combat readiness aboard Porter's *Essex*; the moral courage of Hull; the gunnery of the United States, in short, the pride and intrepidity infused into the American naval officers by a commander of more than usual talent and stature. Edward Preble had altered the course of naval conduct and battle procedure.

Every naval victory but one in the War of 1812 was to be won by an alumnus of the "American Naval School." Of the fourteen naval victories, Preble's boys won thirteen. As Commander of the American Squadron before Tripoli, Preble had conducted "school," much like his own Master Moody at Dummer, for green, undisciplined officers — the darlings of the nation in 1812, the pioneers of the 20th century United States Navy.



A
SERVICE *of* DEDICATION
The Frederick Strong Moseley Chapel

♦ ♦ ♦

Two Hundred and First Commencement
of
Governor Dummer Academy
June 5, 1964





WORDS OF ACCEPTANCE
Mr. Marshall B. Dalton
President of the Board of Trustees



THE ROLE OF THE CHAPEL
Mr. Vallean Wilkie, Jr.
Headmaster



ADDRESS
 Reverend Samuel H. Miller, D.D.
Dean of the Harvard Divinity School



RISE UP, O MEN OF GOD!



CHAPEL CHOIR



DEDICATION
 Reverend James F. Harris
School Chaplain

Duty In Vietnam

LIEUTENANT-COLONEL HAROLD H. AUDET

Lieutenant-Colonel Harold H. Audet '38 is currently doing a tour of duty with the Military Assistance Advisory Group in Vietnam. His work as a medical advisor is unique and instructive in helping us to understand the problems encountered by the United States in this crucial danger spot in Southeast Asia.

* * * *

TO most people MAAG is just another one of many government and military agencies with impossibly long names, tolerable abbreviations and vague functions. Yet it is a unit that each year is playing a larger role in the military aspect of our international affairs. The letters MAAG stand for Military Assistance Advisory Group, and its basic function is exactly what the name implies. The job of MAAG is to help the military forces of other countries develop to the point where they are capable of defending their nation against external and internal aggression.

Activities of individual MAAG units vary widely. In some well-developed countries that wish to purchase American military equipment, MAAG helps select the weapons that are the most suitable. In other countries, the problem is not only the selection of the equipment that the United States will either give them or sell at a reduced rate, but also the training of the soldiers who will use it. This statement of missions glosses over the predictable as well as the unexpected problems that have to be solved.

For example, most of the medical supplies that are used by the Vietnamese Army are supplied by the United States under the Military Assistance Program. Part of the job of the MAAG Surgeon is to review their requests for medicine both for suitability and for reasonableness of amounts. After approval, the request is sent to an American supply depot, and eventually the drugs arrive in Vietnam. This seems like a fairly routine process, and most of the time it is. However, problems do arise, and not too long ago we received a request for small size blood donor sets instead of the standard 500cc sets that are used in the U. S. Army. We decided to check it out, and the answer was simple. The average Vietnamese soldier weighs only 110 lbs., and their physicians feel that they cannot afford to give as much blood as the larger American soldiers. Now we supply the Vietnamese with the small sets as a routine item.

Obviously this is a minor example of the problems that arise in a unit that deals with all branches of the Vietnamese Armed Forces and the para-military forces. The people that we deal with are spread throughout a country that extends from the lowlands of the South, where one temporary airport claims an altitude of two feet above water in the dry season and two feet below in the rainy season, to the high mountains with rain forests in the North. They vary in ethnic origin from Chinese to Cambodian, from Vietnamese to Montagnard. Their cultures range from those of primitive villagers to those of families who for centuries have been the intellectuals of the country. Some of these people have been Roman Catholics for centuries, some Buddhists, and some are animists. To further complicate things, some Vietnamese people belong to local religious sects that until a few years ago maintained their own armed forces and refused to recognize the authority of the Central government. However, I don't feel that such variegated problems are peculiar to MAAG. I suspect they are common to all foreign aid groups, governmental or private, and possibly in basic principles to the overseas operations of private enterprise. Since I can't speak for the government, the army or private enterprise, I would like to confine my remarks to a few difficulties that I have had in Vietnam, in the belief that they will shed a little light on problems that must be overcome for successful operations in the undeveloped areas of the world.

By job description, most of the officers assigned to MAAG are advisors, a title that might imply a position similar to that of the Delphic oracle, with the local population eagerly awaiting our advice. Nothing could be further from the truth. The people of Vietnam have their own ways, heritage, likes and dislikes, and often feel that their methods are better than those we propose. They have no intention of changing their methods of operation simply because an advisor suggests it. Thus the advisor's life is similar to that of a salesman, for he must literally sell an idea to his counterpart. Selling via sign language is a real challenge, and interpreters are only a slight improvement. Much is lost in the translation, including the personal aspect of man-to-man contact. A solution to this problem is language training; but, like so many school solu-

tions, it isn't simple to carry out. The Vietnamese language contains tonal variations that are difficult to learn, especially if one is tone-deaf. Take the word *ba*, for example. My Vietnamese-English dictionary gives five versions of this word, depending what type of inflection is placed on the letter *a*. With each inflection there is a different meaning and, in some cases, two.



Col. Audet on the steps of a Buddhist temple

I don't want to imply that the language can't be learned by a westerner, but I do want to point out that it is a far more difficult language than either French or German. In my own case, a knowledge of Vietnamese would be of use but is not nearly as valuable as French. In spite of the fact that the French gave up control of the country almost ten years ago, a strong influence

remains. Teaching in the medical school is still done in French, and I suspect some of my counterparts prefer it to their own language when dealing with technical or philosophical subjects, because Vietnamese does not have the versatility of French.

I mentioned the school solution of language training, but it has its practical drawbacks. A working knowledge of French requires five months of intensive study at the Army Language School, and to gain the same proficiency in Vietnamese requires eleven months of study. This in itself is no small project when one considers that dependents are not permitted in most parts of Vietnam and that to give eleven months training in a language that is spoken only in one country as a preparation for a one-year tour of duty is expensive to say the least. French is less expensive because of the shorter course and the many areas of the world in which it can be used. While many officers have received language training, to date I know of few medical officers who have been sent to the Army Language School in Monterey, California. This is probably due to a reluctance on the part of the government to spare them from their regular duty assignments, and also the unwillingness of most physicians to take courses of this type. Hence I had only the possibility of off-duty training after my arrival in Vietnam, which also had its disadvantages, since much of my time is spent with remote units, preventing regular class attendance. Also the very practical problem of the tour of duty being over before a reasonable proficiency can be attained does not improve my motivation. I don't know what the solution is. I do know that the inability to converse with my counterparts in either their primary or their secondary language greatly reduces my value as an advisor.

Any salesman must understand both the product he is selling and his prospective customers. As salesman for American military methods, we in MAAG have the same problem. We know our product, but we don't always understand our customers. The basic culture here is oriental, and most of the philosophical ideas of the people have a non-Christian background. At the same time there is a strong western overlay, since for many years the well-to-do Vietnamese have attended local French secondary schools and later, French universities. Yet in spite of this westernization, our ways are often as perplexing to them as theirs are confusing to us. For example, many of the oriental religions practice ancestor worship, and my lack of it is very confusing to one Buddhist friend. He is still trying to understand how I could have gone to Singapore on Christ-

mas leave. After all, he had been told that Christmas is to the Christians what the Lunar New Year is to him. On the first day of the New Year, he and his wife must go to the pagoda and then visit his parents to pay them homage. On the second day of the year her parents are visited, and nothing short of a national decree backed by the militia can stop him. The fact that I would have had to go half-way round the world at a cost of several months' pay is of no consequence. To my friend no cost or inconvenience is too great to prevent paying proper respect to the elders and the family shrine on New Year's Day.

In political discussions with him I am always amazed at his complete lack of nationalism. One Vietnamese colleague who has studied in France tells me that nationalism is a western idea that is completely foreign to the average Vietnamese. To my friend, the government is a personal, paternalistic thing, or person, but nothing that he has or should have any control over. His discussions are filled with comments such as "We hold dear and will die for a leader who is good to the people as we would die for our father." I can't really describe the relationship he envisions between himself and the government. It is deeper than the westerner's feeling toward a respected leader, and I often cannot distinguish between the government in the form of the prime minister and the government in the form of the whole bureaucratic hierarchy. While I can't define the relationship that this young businessman feels exists between himself and the government, it is most like the awe and respect a young lad might have toward a father whom he adores, a father who is looked up to as the source of all power, all rewards, and all punishment. His attitude toward a government of which he doesn't approve is even more difficult for me to understand, perhaps because of his reluctance to say anything against an institution which he considers to be all-powerful.

This illustration of the thinking of one educated Vietnamese is used only to emphasize attitudes that are different from ours. Any one of a dozen examples could have been given to illustrate the problem we face in trying to understand people of a different culture. How, then, does one go about trying to understand the country he is helping? If we don't understand the people and their mental processes, how can we sell them our way of doing things? How can we adapt our techniques to their needs? The missionaries can spend years in preparation, for neither they nor the east are in any hurry. We in MAAG do not have the leisure to learn by individual trial and error.

Furthermore, many of the newspaper columnists feel that time may be running out in South Vietnam as well as in many of the other troubled areas of the world.

More and more the officers and men who are being assigned to Military Assistance Advisory Groups are receiving special training at the



Col. Audet and Montagnard leaders

Military Assistance Institute in Arlington, Virginia, or at the Military Assistance Training Advisor Course at Fort Bragg, North Carolina. These are steps in the right direction. The Military Assistance Institute did a lot to ease my transition from an operator to an advisor. But at the same time four weeks is too short to gain an understanding of an ancient, complicated



Vietnam market

culture such as exists in Vietnam. The simple answer is more training, but, as is so often the case, other factors preclude a simple answer. How much of a military career should be spent in training? At the same time, can the United States afford to send men to critical positions such as MAAG-Vietnam without the training in languages and culture that would improve their ability as advisors? More training means more time away from duty stations and, hence, fewer men to meet the worldwide commitments which our government has given the military.

Thus far I have only mentioned some of the problems of a MAAG assignment, and perhaps I have implied that it is an undesirable post. Nothing could be further from the truth, as far as I'm concerned. Although I get annoyed with my own inability in languages and disgusted with my lack of knowledge of the culture and customs of Asia, life is far from dull. From a professional standpoint, it is fascinating. Dur-

ing my brief tour in Vietnam, in addition to a few coups d'etat and Lunar New Year celebrations, there have been several outbreaks of plague and a cholera epidemic, conditions that are rare or unknown in America. From the military-medical standpoint, we are presented continually with unusual problems. A recent one involved spike wounds and the wearing of shoes. Special shoes are now being provided for the Vietnamese soldier which have a metal plate in the sole to protect him from the wounds caused by the spikes which the Viet Cong place along the trails. Unfortunately, the treads on the shoes make it easy for the enemy to detect the presence of a Vietnamese patrol. As a military surgeon, which is the lesser of two evils; and as an advisor, what should I recommend? The shoes definitely cut down the risk of spike wounds of the feet, but they increase the risk of being ambushed. This problem may not be solved before I leave Vietnam, but I can be sure that if I'm lucky enough to be given another MAAG assignment I'll find other problems and cultures that are just as interesting and fascinating as those in Vietnam.





Dan Hanley (center) receives *Sports Illustrated* award from Governor Reed of Maine

Silver Anniversary Award

A. MACDONALD MURPHY

Current fiction has created the stereotype of the former athlete. He is the football hero who has never outgrown his last season of play. His exploits, magnified through the years, are the center of his existence. His life reached its climax before he reached maturity. He is an athletic Benwich Finzer of Robinson's poem or Marty Tothoro of Updike's *Rabbit Run*. He is seedy, fatuous, monumentally boring.

To counteract this stereotype, *Sports Illustrated* has been selecting twenty-five former football players for its annual Silver Anniversary Award. These are men who twenty-five years ago won distinction on their college fields and who are now eminent citizens of their communities and the nation. Among the men honored in the fall of 1963 were college presidents, well known clergymen, and leaders in education, science, and

industry. Not least among them was Dr. Daniel Francis Hanley, College Physician at Bowdoin College and graduate of Governor Dummer in the Class of 1935.

When Dan arrived at Governor Dummer from Amesbury he admitted, under pressure, that he played a little football and hockey — a typical Hanley understatement. Dan was an end in the single wing era when massed interference escorted the ball carrier around or over the opposing end. An ordinary end disrupted the interference, a good end broke it up, a superb end broke it up and made the tackle. Dan was a superb end. Time after time he threw opposing backs for substantial losses until the quarterback removed plays around Dan's end from his strategy for the afternoon. He was just as successful in breaking up a passing attack. With Nemesis in the form

of Dan Hanley bearing down on him, the passer's one object was to get rid of the ball -- speed, not direction, was the essence.

Dan says that Adam Walsh, his coach at Bowdoin, once wrote his name on goalpost for catching a pass in practice. However, if he did not catch passes, he blocked with a vigor and precision which more than satisfied his halfbacks -- and really satisfying halfbacks is next to impossible for a linesman.

Something should also be said about Dan's prowess as a hockey player during his career at the Academy. On the ice he displayed the same unobtrusive efficiency which characterized him on the football field. He was a defenseman. Typically, an opposing wing would come flying down the rink in an effort to go around him. An apparently casual shift on Dan's part would transform the wing's flight from upright grace to end for end windmilling; and Dan would rush back up the ice, wearing his customary expression of singular innocence and detachment.

In an interview with Frank Sleeper of the *Portland Evening Express*, Dan revealed an aspect of his character which does much to explain his distinguished career. One way of judging a person's character is to consider the words of advice which have left their imprint on his mind. Dan told Mr. Sleeper that he has always remembered the words of Kenneth C. M. Sills, Bowdoin's great former president, at each annual football banquet: "Don't let this be the last thing you do." For Dan football and hockey provided an interest -- indeed, a continuing interest -- but they were not an end. The goal he sought was to be a scholar and physician. For achieving that goal most impressively, he was cited by *Sports Illustrated*. The actual words of his citation -- as prepared by the college he serves so well -- best sum up the scope and height of his achievement.

"Daniel Francis Hanley, M.D., the College Physician of Bowdoin College, is a graduate of the College in 1939 and a Varsity Football Player in 1936, 1937, and 1938. In addition to making a distinguished record as an End in football, Dr. Hanley played Varsity Hockey and captained the team in his senior year.

"Dr. Hanley came to Bowdoin from Governor Dummer Academy in South Byfield, Massachusetts, where he graduated in 1935. He was one of five alumni receiving distinguished service certificates from the Academy in 1961. His citation read in part: 'The epitome of the scholar-athlete during his career at Governor Dummer, he went on to pursue and to achieve athletic and intellectual excellence at Bowdoin College.'

"Dr. Hanley received his M.D. from Columbia University in 1943, and was for a time an interne at Boston City Hospital, soon leaving for service in the Army Medical Corps. He saw duty in the China-Burma-India theater, was awarded a Bronze Star Medal with Oak Leaf Cluster and the Army Commendation Medal, and returned to civilian life in 1946, having attained the rank of Major. He was named Acting College Physician in 1946 and confirmed as College Physician in 1948. Dr. Hanley has become a nationally recognized authority on athletic injuries, working not only with remedial treatment but in the preventive field, especially with reference to football knee injuries. Recognition of this work led to his selection in 1960 as one of the physicians who accompanied the United States Olympic team to Rome. A year later he was the physician sent with the United States Track and Field team on the trip which involved a dual meet with Russia and meets in Warsaw, Stuttgart, and London. It has recently been announced that he will go to Tokyo in 1964 as one of the physicians with the United States Olympic Team.

"In addition to his college duties and the maintenance of some private practice, Dr. Hanley has found time to serve as Executive Director of the Maine Medical Association and as Editor of its Journal. He is a member of the Council of Medical Editors, USA, a Director of the Associated Hospital Service of Maine and the Maine Division of the American Cancer Society and is Chief of Staff of the Regional Memorial Hospital in Brunswick.

"In 1961, he was tendered a testimonial dinner at which several hundred friends and admirers combined to honor him. To further quote the Governor Dummer citation, 'As an accomplished football and hockey player, he devoted the days of his youth to inflicting bruises on his opponents; as a wise and highly skilled physician, he has devoted the years of his maturity to the art of healing.'"

ARCHON

Vol. 51

Spring 1964

No. 2

Editorial Board

E. Webster Dann '48

Douglas L. Miller '46

A. Macdonald Murphy

David M. Williams

On Campus

Early in the winter term, the Headmaster announced that the school would be an active member of Project A.B.C., ("A Better Chance"). This experimental program, which will be a joint effort by Dartmouth and certain independent secondary schools, is designed to prepare underprivileged children for college. Some fifty Negroes and others have been selected on the basis of mental capacity and leadership potential to receive intensive tutorial instruction in English and Mathematics during the Dartmouth College summer session. It is expected that Governor Dummer will enroll two boys from the project, which is supported by a \$150,000 grant from the Rockefeller Foundation.

* * * *

Under the leadership of Chaplain James F. Harris, seven seniors attended the third annual Religious Conference held in Pembroke, New Hampshire. The guest speaker for the three-day meeting was Dr. Ernest Gordon, well-known author and the chaplain of Princeton University. Some 140 students from nineteen independent schools listened to Dr. Gordon talk about faith, belief and eternal love and then broke up into fourteen discussion groups to air their own views. From your editor's own experience as a group leader at Northfield, groups such as these frequently reach quite basic, penetrating and honest opinions.

* * * *

Billy Budd was the second annual presentation of the Academy Players. Directed by Mr. Robert L. Griffin, this three-act play based on Herman Melville's novel was well received by both students and guests during its two-night run on April 10-11. The leading role of Captain Edward Vere in this drama of conflicting ideas was ably played by David Martin, our English Exchange student. Since its inception, the drama group has been so enthusiastically supported by the student body that a more ambitious program will be presented next year in the new Thompson Art Center.

* * * *

Mr. E. Ashley Eames '48 is collaborating with Mr. Frederick C. Calder of the Belmont Hill School in the writing and publication of a work entitled *Case Studies In American History*. Put out by the Educational Publishing Service of

Cambridge, Massachusetts, this collection will apply the "case" method of study to American History. Certain problems which occurred at crucial points in American history are discussed and the student is then expected to make a logical decision on the course of action to be taken, based, of course, on the material given in the case.

* * * *

Writer John Updike, recent National Book Award winner for his novel *The Centaur*, spoke informally with the members of the Literary Club. The congenial and engaging Mr. Updike talked at length about the problems encountered by beginning writers as well as his personal preferences in the literary field.

* * * *

David Martin as Captain Vere





Winner of a National Science Foundation grant, Mr. Joseph Coolidge has been granted a year's leave of absence by the school. Mr. Coolidge has chosen Louisiana State University, well-known for its program in Mathematics, as his place of study. His course work will be on the graduate level and

will lead to a master's degree in the field of Mathematics.

A graduate of Williams College, Mr. Coolidge began teaching mathematics here in 1954. In 1961 he married the former Miss Virginia B. Low of Barre, Vt. They have a daughter, Betsey, born in May of 1963.

* * * *



On May 14 and 15 the Glee Club made its long anticipated trip to New York and the World's Fair. In the course of some forty hours the group sang at the New York Alumni Dinner, at the New England Pavillion and were video-taped in color at the RCA Pavilion. That they performed well is understood; that they "made the scene" in New York was not unexpected either.

* * * *



Hootenanny in Lang — Dance Weekend

Some things in life seem to remain constant. And so it has been with the Spring Dance: the same weekend, the same pretty girls, the same eagle-eyed chaperones, the same sequence of events. But since we live in a changing world perhaps it is only just that the *Milestone* Dance, too, must change. The College Board people began it all by pre-empting *our* weekend. Suddenly it was a different affair altogether.

The most popular change was that the girls arrived Friday afternoon. That evening Lang Gym became the scene of a hootenanny, as a group of folk singers and a jug band entertained. To complete the coffee house atmosphere, some wildly esoteric concoctions were served.

One thing didn't change however: Monday classes represented a colossal waste of time.



Glee Club sings at the New England Pavilion

During the winter term the religious program of the school was enhanced by three well-known lecturers, the Right Reverend Monsignor Francis J. Lally, the Reverend James H. Robinson, and Professor Will Herberg, the only Jewish sociologist who holds a major chair in a Protestant Seminary.

Monsignor Lally, one of the most articulate Roman Catholic spokesmen in this country, is perhaps best known for his editorship of *The Pilot*. A participant in the Ecumenical Council, Chevalier in the French Legion of Honor, and Papal Chamberlain, Monsignor Lally spoke to the school about "The Ecumenical Movement."

The Reverend James H. Robinson talked to the student body about Crossroads Africa. This unique student program has been hailed by Edward R. Murrow as the pilot project for the Peace Corps.

* * * *

Two programs of instrumental music were given during the spring term. On Sunday, May 3, Mrs. Edith True Marshall and Mrs. Florence C. Pearson presented a recital by their students. Academy musicians, together with a string ensemble played the works of Bach, Mozart, Kabalevsky and Purcell.

On May 24 Mrs. Marshall and Mrs. Pearson combined with Mr. Felix Viscuglia of the New

England Conservatory to present a concert of chamber music. The program included a brilliant rendition of Mozart's *Trio for Clarinet, Viola and Piano*, together with a most graceful presentation of Milhaud's *Suite for Clarinet, Violin and Piano*. Mr. Robert Linberg '57 of the French Department provided the program notes for Milhaud's work.

* * * *

The Two Hundred and First Commencement of the Academy was held on June 6, with the graduation address being delivered by the Reverend Theodore P. Ferris, D.D., rector of Trinity Church in Copley Square, Boston. Following the awarding of diplomas by Marshall B. Dalton, President of the Board of Trustees, and the final singing of the Senior Song, the Class of '64 departed in traditional fashion.

Robert S. Sherman of Providence, Rhode Island was awarded the Morse Flag, given annually to honor "that senior whose record in all respects has met with the highest approval of the faculty."

The Academy Prize, given "to that senior who by his unselfishness and sportsmanship has best exemplified the spirit of the school," went to William S. Poole of Tuskegee Institute, Alabama, President of the Senior Class. Bill will attend Brown University after a year in England on an English-Speaking Union scholarship.



"Around the ancient Milestone" '64



History at Governor Dummer

The following article is a joint effort by the History Department to explain the goals and techniques now being used in the instruction of history at Governor Dummer. The questions were submitted by Mr. Eames, Mr. Wilkie, and Mr. Williams. The answers represent the considered thoughts of department chairman William H. Sperry.

A magna cum laude graduate of Gettysburg College in 1950, Mr. Sperry received his M.A. degree in History from Duke University in 1953. He came to Governor Dummer in 1954 and was appointed department head in 1958.

Q. *What should be the goals of an independent school teacher?*

A. There are two types of goals in this question, the most obvious being the adequate preparation of the student for his college career. The second one is much more complex and involves the results which a teacher hopes to achieve for the individual student through the study of history. For example, I think of objectives such as the ability to think logically and reasonably, the ability to understand causal relationships, the ability to evaluate factual material and to use it to support or refute a point of view, the ability to write critically, the ability to research a subject without preconceived ideas, and the ability to comprehend the relationship of the past to the present.

Q. *Many students object to the great amount of factual material which they are required to learn in a history course. Would such a course be more meaningful if the broader view of forces and trends were to be emphasized rather than the study of mere facts?*

A. I would say that a course emphasizing forces and trends rather than mere facts will obviously be more meaningful for the secondary

school student, but qualification is certainly necessary. Most college courses today emphasize the study of trend and concept in history. One of the jobs of a secondary school teacher is to provide tools in the form of facts by which a secondary school student can more effectively understand a history course at a higher level. Our attitude at Governor Dummer has been to emphasize facts largely in regard to their relevance to major concepts or blocks of material which have causal relationships. In other words, we make very few direct demands for memorization of facts; instead we emphasize the need for factual support of any generalizations made by students in tests or papers.

Q. *Jacques Barzun comments that there are three ways of teaching a class: the lecture, the discussion group and the tutorial hour. Which approach do you feel is the most successful at the secondary school level?*

A. There is certainly some advantage to be gained from each of the above methods, but I am inclined to think that a combination of the lecture and the discussion is the best practical method for handling the teaching of history at our level. The tutorial hour can be extremely helpful with capable students

who have the ability and maturity to work for long periods of time on their own with long-range goals in mind. We specifically attempt to use the seminar grouping and tutorial methods with seniors doing advanced placement work. These exceptional students are given long-range reading and writing assignments and are expected to prepare work of excellent quality both for discussion and in short research papers. With the average secondary school student the discussion group, or question and answer method with some direction from the teacher, is more effective, although this approach should certainly be complemented by frequent use of the lecture to acquaint the student with note-taking techniques. For the regular sections of senior U. S. History, for Modern European History and for Asian History we are employing the combination of class discussion, question and answer, and lecture. We feel that sophomores and juniors can best profit from being held fairly closely to daily assignments and from being required to correlate class notes, text and outside reading for the testing period. This method is also used with regular sections of U. S. History but with less emphasis on the daily quiz and the bi-weekly test. Instead, we test monthly and emphasize the reading and understanding of outside materials to a greater degree than in lower class courses.

Q. *How important is it that a history teacher be involved in activities in his field apart from classroom teaching?*

A. It's extremely important that a history teacher be involved in professional activities other than in actual teaching. To keep himself from stagnating and acquiring an arbitrary and pedantic point of view, the history teacher should take part in as many outside activities as possible. He certainly should belong to several historical societies and associations in order to exchange points of view with others in the field. I also think that it is important for a history teacher to be exposed to a fresh academic approach on occasions.

Although Governor Dummer does not grant sabbatical leaves as yet, the school does provide monetary assistance for those faculty members desiring to undertake summer study. During the last three years, Dave Williams took a summer to audit courses at Harvard preparatory to introducing an Asian History course for sophomores; Ash Eames took a year's leave of absence to acquire a master's degree in History at Boston Uni-

versity; and I spent a summer commuting to Cambridge to gain some new insight and stimulation at Harvard.

Our history department also assisted materially in establishing the Association of Independent School History Teachers, an organization founded three years ago to provide an opportunity for independent school history teachers to meet and exchange viewpoints and information. In addition to working with this independent school organization, several of us have made it a point to attend meetings at which we could be exposed to the ideas of public secondary school history teachers.

Q. *What areas of history should the secondary school student be exposed to in order to facilitate his understanding of man's experience?*

A. I feel that every secondary school student should be required to study the history of the United States for a full year, and the history of either Europe or Asia for a second year as a basic minimum. Furthermore, I personally would like to see a required history course in each year of secondary school; but since this is impractical under the present circumstances, it would seem wiser to concentrate on areas which are most important for the understanding of contemporary problems. At present the history curriculum at Governor Dummer offers an elective program with only one required course — United States History for seniors. In the freshman year we offer an elective Ancient History course which meets three periods per week. Sophomores or juniors may elect Asian History; and sophomores, juniors or seniors may choose Modern European History. We also now offer a junior-senior half-credit elective in International Relations and are hoping to add another half-credit course in Russian History in the near future. With the present competition from both language and science we feel that the type of elective program we are offering is a realistic answer to the students' needs.

Q. *Is advanced Placement in history at Governor Dummer worthwhile?*

A. I would say that it certainly is worthwhile, if for no other reason than for the challenge that it offers the more capable student. It seems to me that work at the Advanced Placement level should be offered to more boys than the one special section we have at present, presupposing that there are a fairly

large number of other boys who have both the ability and the desire to attempt this level of work.

Simply taking Advanced Placement History does not guarantee advanced standing in college by any means. Those boys who wish to qualify for exemption from a college course, either with or without college credit, must take the three-hour, essay-type, national examination in the spring and must score three or higher on a five point marking scale.

Q. *As the history of the United States has unfolded, has there been one dominant theme which brings meaning and unity to the student's study of American History?*

A. From the time of the American Revolution to the era of the New Deal the United States experienced continued conflict between two groups. The first group represented those favoring the maximum of liberty for the individual and the minimum amount of government interference with the common man. The second group favored strong representative government which would exert control over large areas of the nation's life for the purpose of subordinating the absolute liberty of the individual to the will of the majority in the interests of security, order, and the common good. To be sure, the groups have had different names at different times, and have changed from liberal to conservative, or vice versa, while holding the same view. However, the conflict remains as an underlying theme.

For instance, the "liberty" group has been called at one time or another Anti-Federalists, Jeffersonians, Democrats, Secessionists, Laissez-faire Republicans, "Old guard" Republicans, and recently "Goldwater Conservatives." The group favoring order and security has had the names Federalists, Hamiltonians, Whigs, Black Republicans, Populists, Progressives and Democrats applied to it from time to time. The names have changed with the growth and change of the country, but the conflict still exists today as it did in the colonial period.

Q. *To what degree should the history curriculum be specifically correlated with courses in English, Modern Languages and Art?*

A. As far as I am concerned, the ultimate goal should be a school curriculum which is integrated as completely as possible. Our own curriculum should, in a year or two, start to move at a gradual pace toward this end, beginning with lectures by teachers of other courses on given subjects in the area of history. Hopefully, we can then move toward the idea of curriculum integration through experimentation with "team teaching" of courses in which this idea seems feasible. Ultimately I would like to see all the humanities integrated at Governor Dummer, especially those subjects mentioned in the question. I can visualize a much more interesting and stimulating series of courses in which teachers in English, Modern Languages, Art and History are cooperating to give the students the full benefit of their specialized knowledge.

Mr. Sperry, Mr. Williams, Mr. Eames



Lillian White Deer

Carl Jonas '32, certainly Governor Dummer's most prolific writer of fiction, is best known for his Book-of-the-Month Club selection in 1951, *Jefferson Selleck*. For a critical review of his latest book, *Lillian White Deer*, the first in a trilogy, we turned to "Gateway City" itself and a recent article in the *Omaha World-Herald*.

Lillian White Deer by Carl Jonas. (Norton, 288 pages, \$4.50.)

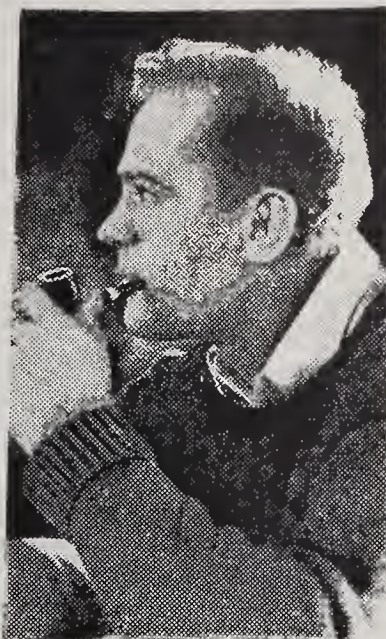
With this arresting novel, Omaha's Carl Jonas seems to me to come very close to filling the literary void created by the death of John P. Marquand.

The people and the cultures with which Mr. Marquand worked and Mr. Jonas now works are different in most ways but there is in the pages of "*Lillian White Deer*" the urbanity, the intellectual ferment, the gentle satire and the completely civilized outlook that distinguished "*The Late George Apley*," "*H. M. Pulham, Esq.*" and other of Mr. Marquand's memorable novels.

I hasten to add, though I hope it is not necessary, that Mr. Jonas is not attempting to be another Marquand but, rather, that his novels—especially "*Jefferson Selleck*" and the present volume—fall into the genre in which the former achieved so much.

"*Lillian White Deer*," in general terms, is a novel about hope and despair, about people alike and yet different, about the meaning of life as lived by second and third generation Omahans of wealth and influence. In particular, it is the story of the woman whose name provides the title of the book. She is an artist, and a very good one, an intensely independent woman, who marries an Omahan and is, in a sense, the catalyst who forces the people around her to come to terms with themselves and with the society of which they are a part.

The story, which begins in 1952, is told by Robert Jointer, a professor in "Gateway City's" municipal university. He is "Old Family" as is his wife, Dorothy, whose father is George Kinder, a manufacturer and a patron of the arts.



Carl Jonas . . . Marquandian

Indeed, it was Kinder who breathed life into "*Fool's Gold, Colo.*"—which it is safe to read as Aspen.

There is another Jointer, Richard, an architect, handsome and more or less a rakehell. It is he who marries Lillian White Deer, already pregnant by him, and brings her to Gateway City to live in a home built on hilly, picturesque acres to the north of the city.

Considering its philosophic content, there is quite a bit of action in the novel with the scene shifting from Gateway to Fool's Gold and, briefly, to New York City, where Robert once went to visit Lillian White Deer (not an Indian, by the way, though she had been married to one) as an intermediary for Richard.

There is a constant build up of tension as Dorothy, a kind of "managing" woman and, in many ways, a destroyer of lives, works on Robert to "improve" himself by sighting for the university's presidency, on Richard for what she thinks an impossible marriage and, in fact, on any one who swims within her orbit, which

is an unfortunately large one. That Dorothy's destruction ultimately extends to herself and her marriage is both right and inevitable.

Mr. Jonas' interest, of course, is the human predicament, as it must be the concern of any serious novelist. His *Gateway City* is what one of his characters thinks of as a "Tory hive" and it is the introduction of a new element into this hive in the person of the intelligent and intensely liberal Lillian that gives his novel substance. She thinks deeply and, in thinking, forces those around her out of time-worn patterns of thought and action. Not only life, but time and its meaning loom large in these pages and it is chiefly Robert, who must be Mr. Jonas' alter ego in many ways, who gives them expression. This results in discursiveness that I found absorbing on subjects ranging from "the sullen venom of the defeated Republican voter" to the American obsession with youthfulness—"we live in a culture in which the illusion is maintained that we will never grow old"—which, contrary to what you may think, does not impede the action of the novel but rather advances it.

As for the mechanics of the novel, which are not really important but still interesting, Ak-Sar-Ben becomes Yaw-Et-Ag, the Omaha Club the Gateway Club, Farnam Street Kingman Street and so on. Every reader, I imagine, will have a different notion of whether the characters of the novel have real-life counterparts and while all of this is fun, it is not strictly pertinent.

What is pertinent is that one of the most gifted persons among us has filtered all of us, including our manners and mores, through a strong intelligence in a novel of considerable distinction.—VPH.

Project Tanganyika

JOHN M. CARROLL

In the summer of 1963, John M. Carroll '61 was one of a group of Harvard-Radcliffe students who spent their summer working with the people of Kenya and Tanganyika. His observations on Nairobi, the capital of Kenya, and on the meaning of his work with the people of Tanganyika should be significant to us all when viewed in the light of African nationalism.

* * * *

THE searing sun in the yawning African sky beat upon the throbbing city. I lingered in the plains of the Government Center of Nairobi, standing among tall weeds in a bulldozed rubble. Landscaping had not yet been considered since the buildings had stood for only two years. Seven years before, this area had been a gentle knoll of shops and shacks. Now the plain was scattered with the necessary complexes of a national government — parliament, secretariat and administrative buildings. The architecture was in the worst traditions of contemporary Western style, glib agglomerations of irrelevant architecture.

To escape the burning heat I moved off into the Asian sector of the city. The Indians are the entrepreneurs of East Africa. Pragmatic and shrewd, perhaps shady, they deal while their African laborers heel. Hundreds of shops lined the narrow streets with several generations of each family living behind its shop in which the Aga Khan smiles benignly in gaudy portraiture.

The street meandered down the slope and then disappeared. I jumped a creek of excrement and stood among shacks of cardboard, tin cans and burlap bags — a veritable Andersonville. This area is called River Road, the home of the bush Kenyans. I knelt to let a group of children listen to my wrist-watch. One touched my face to see what I felt like. When I straightened up I found I was surrounded by a score of menacing adult faces. My greetings ignored, the circle closed. In faltering Swahili I tried to establish the fact that I was an American.

"Mpya America? Kweli?"

I was then invited to a meal of maize porridge.

I do not relate this incident in dramatic self-indulgence. Certainly I was moved emotionally; but, in retrospect, I see in that day a pregnant significance for our times — the movement from

bush to city. Fifty thousand political refugees from Ruanda-Urundi, Mozambique and the Union of South Africa have swamped Dar es Salaam, the capital of Tanganyika. These people, added to the rural-to-urban migration, pose serious problems for the "Haven of Peace." About a third of the present population of Addis Ababa in Ethiopia has emigrated from the bush within the last ten years. Since the end of Mau-Mau terrorism, tens of thousands of Kenyans have emigrated from the plains and mountains to Nairobi. As if to a lodestone, almost all have found their ways to vacant farms and barren land on the outskirts of Nairobi. And here the masses of tribesmen from the bush live in River Roads of utter squalor.

Tradition and Transition

Sociologist David Riesman's ingenious correlation between population growth and social character is helpful and applicable here. Those societies which exhibit static population size and self-conscious social organization he calls *tradition-directed*, whereas societies of increasing population and evolving spheres of activity he labels *transition-directed*.

The transition-directed type is one who can manage to live socially without the rigid observance of traditional patterns. Thus he has the personal ability to cope with novel problems in business and society. Where the tradition-directed man is bound by the established norms of his society, the transition-directed man is able to respond personally to each alternative as he encounters it.

The life of the bush Kenyan aligns remarkably with this concept of the tradition-directed man. The extant forms of tribal organization are based upon these very concepts of the group. For example, the tribal mores on the use of sex and the control of population fit the pattern for tradition-directed societies.

We know the Kenyan as tradition-directed only in his native bush habitat. The move to Nairobi casts him into a society of high growth rate and explosive change riding upon its industrial fermentation. The change from tradition-direction to transition-direction must essentially be a negative one — the removal of a set

of mores and norms. The bush native must then assimilate himself into the vacuum that is transition-directed Nairobi. While the experience of change is shocking in itself, the psychological adjustments are no less than traumatic.

Neighborhood and Metropolis

In the past two decades of transition-directed growth, Nairobi's population has more than doubled; and the city has changed from a self-centered social organism to an outward-looking control center. This change has been facilitated by an increase in the scope and depth of the mass media. City and national organizations have permeated all areas of society.



Village market place

For a locality such as the River Road area three results are as inevitable as they are obvious. A loss of autonomy is incurred as small tribal groups submit to the control of the larger urban organizations. The expansion of communication means exposure to conflicting norms. And as a result, the local order is reduced by the loss of interaction within the small groups.

River Road has had more than a slum's quota of petty terrorism. Humble shops have been broken up and their owners threatened and attacked. The vandals are members of the youth wing of the Kenya African National Union, the national political party. This persecution was launched against the shopkeepers' failure to display pictures of the party leaders. Although this action was not sanctioned by KANU itself, it is

a pointed example of the imposition of a regional or metropolitan organization upon a local group — the neighborhood. That the molested entrepreneurs received no help from their neighbors during the open and prolonged attacks is of very great significance, since it represents the complete breakdown of local societal interaction.

Capitalism and Inequality

Nairobi is a "Western" city. Its government is a parliamentary democracy; its economy is competitive capitalism. Among the many concepts that urban Nairobi has absorbed from the West is that of inequality. Because Western economic thought, originating with Ricardo, has included inequality as a necessary part of its rationale, income differentiation stimulates the growth of capital.

Kenyan tribes live *au naturel* in conscious economic egalitarianism. In most tribes an individual may undertake an expansion of production or breeding only after consideration by the tribal council. Therein it is decided whether he should undertake this action cooperatively, individually (sharing the profits in either case), or not at all. Thus income equality is meticulously preserved. Migrating to the city, the Kenyan tribesman's mentality is simply not oriented toward the loss of this equality with its concomitant severance of ties. Thus the bush Kenyan is conceptually ill-prepared for participation in the economic activity of Nairobi.

Freedom and Anonymity

Two major consequences have resulted from Nairobi's rapid increase in industrial activity.

Coming from the tradition-directed society of the bush, the native immigrant to Nairobi is confronted with a well-developed communications system. Choices flood him. The exercise of freedom becomes work, even pain; so it is not exercised. Yet there is not the traditional tribal society to give direction to his life. To overcome this vacuum, the slum dweller adopts fads and styles, many of them imported from the United States and Great Britain. His power of response overwhelmed, he clings forlornly to a ready formula of conformity.

Freedom and Identification

Nairobi the city provides freedoms by removing restraints which to an immigrant from a tribal village means freedom to pursue desires. Family fetters and tribal traditions dissolve with the onslaught of city life. Freed by an urban-industrial economy, time permits and occasion stimulates him to explore the limits of his de-

sires: a bus ride though he could walk; a picture of himself, though he used to be afraid of cameras.

Thus the tradition-directed African is the least prepared man in history to use his freedom. The future metropolitans of the United States were prepared by the mores of Protestantism for their roles as free individuals in a mass society. Standing alone before one's God stimulated traditions of individualism which, in turn, fostered capitalism, so dependent upon individual initiative. The end result was a relative freedom from one's associates and a severance of ties under the justification of individuality. Thus the immigrant to American cities was psychologically prepared for the necessarily individualistic tenor of man's urban activities.

The bush native stumbling into Nairobi has no such fortuitous pre-orientation. The nature of his religious life has succeeded in avoiding any painful individual confrontation with the spirits that be. Instead, various totems and taboos have been created throughout history in response to the demands of his psyche.

The consequences of social mobility in Nairobi resemble those in urban United States. River Road is land but not home. Its constantly shifting tracklessness offers no familiar marks for psychological orientation. The bush Kenyan has gravitated to Nairobi for reasons beyond his control. He has settled in the only place available to him — on useless land. The immigrant



Mountain woman — child is now dead from protein malnutrition

does not cluster around organizations — churches, schools, business — as none are there. All integrating organizations exist beyond the immediate community. To participate in any of the outside integrative forces the immigrant must be mobile, and in so doing he further weakens any semblance of community ethos.

The Value of Technical Analysis

For too long we have considered African problems only in nebulous "dark continent" terms. We have shirked serious analysis of African problems, feeling that they are unique and inexplicable in our terms. What has been stated above should sufficiently disprove this feeling, for Nairobi's problems have been discussed solely in terms evolved empirically from contemporary urbanism in the United States. To fail to study the relevance of the work of Greor, Lynch, Handlin, Riesman and others to urbanism in Kenya would be a sin of omission. Urban planning is the mechanism by which their sociological directives have effected practical results upon American urbanism. Recoiling from Levittowns and Harlems, sociologists have influenced the preservation of the North End in Boston and the construction of the Green Belts in Maryland.

If pursued professionally the analysis of urbanism in Nairobi could provide a meaningful framework for reform through urban planning. Thus serious technical analysis through a Western conceptual matrix could effect viable solutions to African problems.



Tanganyikan home



Typical bush homes of mud and thatch construction

More Than Good Will

Citizens of the United States are proud of its unique record of international social responsibility. Thousands of Americans labor selflessly in the underdeveloped nations of the world, and millions of dollars from taxes are spent through our foreign aid programs to support nascent governments. On the basis of my experience, I question the value of these efforts.

I set off for East Africa with seventeen other Harvard and Radcliffe students, caught in an apostolic spirit of selfless commitment. In Tanganyika I saw things that "had to be done," and I lost myself in them. For sixteen hours a day for three months I was completely involved with those people. I organized boxing and soccer teams, literacy and hygiene classes, treated wounds daily and resettled a flooded village.

I left Tanganyika numbed by the frenzied intensity of "doing good." Now I doubt that I did much good. The teams and classes will disperse in months; the huts will crumble in a few years. The children will contract the same diseases again. Only one thing will remain — a very warm place in their hearts and in mine. They loved me and I loved them, and that *will* last.

I went to Tanganyika to help a nation's efforts to raise itself tangibly. In that I failed. I failed because I thought that good intentions were enough. They are not, not for me, nor for the thousands of other idealists who go to underdeveloped nations. Good intentions produce good feelings. That is all.

Tanganyika needs a homogeneous strain of cattle, a national credit union, new home construction techniques, and an integrated language curriculum. Thus it seems to me that social service workers equipped with good will and powdered milk are not enough.

The United States has suffered several ideological setbacks among the underdeveloped nations — Honduras, Laos, Zanzibar, Algeria. These reversals have not been clearly political. Much of the image shattering has been effected by the inadequacies of our foreign aid programs — both public and private. Misdirection of funds has specifically weakened our international relations. Private, short-lived, and amateur efforts are an insult to indigenous social welfare authorities.

It should be obvious that the United States and her citizens can contribute significantly only by a fundamental analysis and treatment of problems like Nairobi's urban society. Technical assistance of this sort involves far less capital outflow than our present public and private aid programs. The Peace Corps and the Agency for International Development are encouraging steps in the direction of technical analysis and assistance. I submit that the development of indigenous talents and the concern through sincere technical analysis and assistance can be the only approach for a nation that calls itself responsible in its world environment.



Boy at the left is blind and boy second from right has severe hernia

Athletics

WINTER

The winter athletic scene was considerably brightened by some fine performances by the varsity teams, particularly wrestling and track. On the lower levels the dismal showing of the fall term was replaced by a much more creditable 430 percentage as the freshmen and sophomores turned in good records against tough competition.

The varsity wrestlers had their splendid 22 meet winning streak broken by an 18-19 loss to Andover. This, incidentally, was our first loss to Andover since 1961, and our first loss on home mats since 1958. The strength of Heb Evans' fine team lay in the lower weights, and only Exeter was able to match us here. The season's excellent 5-2 record was enhanced by a strong third place finish behind Exeter and Mt. Hermon in the Class A Tournament. Captain-elect Billy Russell won at 121, while Jotty Pearsall took second place in the 138-pound class.

With the loss of Captain Tom Maier due to a football injury, the varsity basketball team was hard put to produce an 8-8 season. Two sophomores, two juniors and one senior — none of them lettermen — made up the starting five. Senior Dick Tuxbury, brother of Bill '60, and Pete Imber provided the offense while John Mackenzie, brother of Cal '63, led the team in rebounds. The highlight of the season had to be a well-played win over Tabor, our first since 1958.

Coach Ash Eames '48 had his varsity hockey team hustling and scrapping as they improved on their 1963 season with a 4-6-3 record. On the basis of his performance, Co-Captain Robbie Sherman was labelled one of Governor Dummer's great all-time defensemen by both Ash and Mac Murphy. In the nets Co-Captain Tom Gregg accounted for some 290 saves for the season, and over one stretch came up with 134 minutes of shut-out goal tending.

Running their usual abbreviated schedule under the usual impossible weather conditions, Bill Sperry's winter track team defeated Moses Brown and Tabor in dual meet competition and placed second behind Exeter in a quadrangular meet. In the Prep School Mile Relay at the BAA games, we lost out to Cheshire in a very close race. Cheshire again edged us in unofficial scoring at the Winter Prep School Meet. The outstanding performer was Harvard-bound Terry Golden, who ran away from all competition in the hurdles and dashes.

SPRING

Defense was the key ingredient for the success of this year's lacrosse team, since the attack and midfields simply could not score. Tom Gregg, the squad's most valuable player, was outstanding in the goal, and a great deal of the credit for the team's 6-5 record must be attributed to him. In Heb Evans' own words, "We won the ones we should have won."

The varsity baseball team posted an 8-6 season, a good showing for a young, green team. Senior Tom Maier at first base held the infield together and hit .320 until he injured his arm. Captain and MVP Mike Kotarski ended a four-year varsity career by leading all hitters with a .396 average. On the mound lefty sophomore Ted Caldwell had a 6-3 record with an earned run average of 1.94.

A decided dearth of talent hampered both the golf and tennis squads. Golf posted a 2-2-2 season and was third behind Andover and Exeter in the triangular matches while tennis was 2-9.

Bill Sperry's varsity track team continued its winning ways with a 5-0-1 record in dual meets while winning the Class B division in the New Englands and placing 3rd overall ahead of Andover.



Terry Golden skims hurdle

Led by Captain Terry Golden, this year's team displayed balance, depth and talent. In the discus, Jay Allen's 137 ft. toss bettered the old record set by George Boynton in 1955. Robbie Sherman and Steve Hobbs both pole vaulted 11 ft. 11¼ in. in the Prep School Meet to erase Robbie's mark of 11 ft. 4¼ in. set last year. Bucky Foss ran the 880 in 1:58.0, bettering Ranny Langenbach's record of a year ago.

ALUMNI NOTES

1929

JOHN P. H. CHANDLER, JR. recently announced that he will be a candidate from New Hampshire for Delegate-at-Large to the Republican Convention in support of Senator Barry Goldwater.

THOMAS S. WALKER has been elected Vice-President and Assistant Treasurer of the Wood Investment Company of Stoughton.

1931

HOWARD J. NAVINS, a member of the faculty since 1936, was recently honored by the senior class, who dedicated their year book to him.

1934

Recently released from political imprisonment in Cuba, JOSE PEREZ BEOLA attended the New York Alumni Dinner with his wife and son.

1935

ROBERT S. PORTER has taken up residence in a 250-year-old house in Danvers. Bob is a management consultant for the Anderson-Nichols Company in Boston.

1936

ALBERT J. MITCHELL is owner and manager of the Al Mitchell House in Avon, Connecticut. According to a recent A.A.A. Tour Book, the Al Mitchell House is "a very attractive, air-conditioned dining room serving exceptionally well-prepared food."

1938

LT.-COL. HAROLD H. AUDET is stationed in South Viet Nam with an American military mission.

1940

JOHN M. HASTINGS is Reunion Chairman for his class at Hamilton College.

1941

After many years teaching languages at the University of Maine, NORMAN

K. TRONERUD has recently become a full-time artist, working mainly in oils. Norman also sculpts in wood, clay and stone, and has frequently exhibited his work.

1942

PAUL K. NIVEN, JR. covered the recent New Hampshire primaries for CBS. A former foreign correspondent, Paul interviewed Van Cliburn after the young pianist's success in Moscow.

1943

RICHARD B. HAMILTON has become associated with the Investors' Diversified Services, Inc. of Portland, Maine.

1945

SHEPHERD SIKES and his family have moved to Laguna Beach, California. Shep is associated with the Santa Ana Division of U. S. Polymeric Chemicals, Inc.

1947

A member of the English Department at Brown University, JOHN B. GARDNER has been appointed Dean of Freshmen.

1948

ALBERT J. LEET, who visited Governor Dummer last January, is currently teaching English at Franklin and Marshall College in Pennsylvania.

JOHN F. LEARY, JR. has been appointed a director at the Merchants' National Bank of Newburyport.

1949

WILLIAM L. CHAMBERLIN, who visited school this spring, is presently residing in South Deerfield, New Hampshire with his wife and three children. Bill is associated with the Kalwall Corporation.

THOMAS L. DAVIDSON has joined the New York firm of E. L. Reilly Company as Vice-President. This firm is

principally concerned with consumer, media, and market research.

THOMAS D. SAYLES, JR. is currently Assistant Secretary of the Wall Street Branch of the Manufacturers' Hanover Trust Company. Tom's home is at 58 Lincoln Avenue in Chatham, New Jersey.

1950

ROBERT H. CUSHMAN is employed by the H. C. Wainwright Company and is working at their North Shore Branch in Peabody, Massachusetts.

DAVID W. YESAIR, who has a Ph.D. in Biochemistry, is associated with the Arthur D. Little Company of Cambridge, Massachusetts.

1952

GEORGE Q. PACKARD is district manager of the H. C. Wainwright Company at their North Shore Branch in Peabody.

DAVID L. POWERS is currently located at St. Lawrence University.

EDWARD R. WERNER is living in Magnolia and has been named Vice-President in charge of brokerage for the Nordblom Company.

HUMPHREY ZABRISKIE is practicing law in Lynn and is located at 156 Broad Street.

1953

DAVID B. ABRAMSON has opened his own advertising offices at 927 Fifteenth St., NW, in Washington, D. C.

DONALD S. TRACY has moved to West Acton and is working for the M.I.T. Instrumentation Lab., doing research work on navigation systems.

1954

After working for Dayton's in Minneapolis for three years, JOHN M. NASH has been transferred to their Sioux Falls store as Assistant General Manager. John was assistant buyer in stationery, linens, and small appliances before this new assignment.



Thompson Art Center (Behind Phillips)

Aide to the President, Assistant to the Director of Development, as well as Director of Placement, HASKELL E. S. RHETT will leave Hamilton this fall to pursue a Ph.D. at Cornell University.

Anticipating home leave after two years of torrid heat in Africa, MICHAEL B. SMITH and his family hope to return to the States in October. Mike is in charge of the American Embassy at Fort Lamy, Republic of Tchad.

1955

Visiting in this area, CHRISTOPHER BEEBE dropped by the school this spring.

MALCOLM M. GRAHAM received his final ordination as an Episcopal priest last December 18th at Rutland, Vermont, where he is an assistant at Trinity Episcopal Church.

PETER N. HAENDLER is with the Frank B. Hall Company, an international insurance broker.

BOWEN H. TUCKER passed the Rhode Island Bar examination in March of last year. Following six months of active duty with the U. S. Army, Bowen was formally admitted to practice before the Rhode Island Bar.

1956

STEPHEN R. DOMESICK is associated with the law firm of Fox, Orlov and Cowin in Boston.

THOMAS P. ELDER is an intelligence officer on the aircraft carrier *Bon Homme Richard*, which is based at San Diego, California.

FRANK A. GRAF, II has completed his final year at the Tufts Medical School and is planning a career in obstetrics and gynecology. Frank is tentatively anticipating a practice in New England.

1957

JOHN D. MANDELBAUM is connected with the National Association of Broadcasters in Washington and is one of several technicians presently screening countless miles of film to help recreate the John F. Kennedy story.

RICHARD J. V. C. PESCOLIDIO has spent the past year as an instructor at the Detroit Country Day School.

After graduating from the University of Nebraska College of Business Administration last fall with a Bachelor of Science degree, JAMES C. SEACREST worked for the Burlington Railroad. More recently, Jim has become a second lieutenant in the Army Quartermaster Corps.

PETER VON S. STANLEY is a Sp/4 with the United States Army, and has completed a 90-day assignment in Viet Nam.

1958

PETER C. FITTS is attending Babson Institute, working towards his MBA in Economics. In his free time Pete assists in the athletic department of the Fessenden School in West Newton.

HARVEY L. HAYDEN continues to serve as a M.A.T.S. Traffic Officer with

the 1623rd Support Squadron in Goose Bay, Labrador. Harvey will be attending pilot training school this September in either Texas or Arizona, preparatory to earning his wings. He writes that he has played a lot of hockey at the R.C.A.F. arena in Goose Bay, and has been serving as coach for the USAF team. Although his team is currently in the cellar, sometimes losing by as much as 23-4, Harvey has been thoroughly enjoying the games and spends four nights each week at the arena. Once a hockey player always a hockey player!

PETER D. SMITH is associated with the Martin Company of Baltimore in the structural analysis section of the Gemini Space Project.

1959

Heading towards a career in medicine, WALTER B. CANNON has been working on a research project at the Harvard School of Public Health. Gliding is still Walt's chief recreational interest.

RAYMOND W. FERRIS, III attends the U.C.L.A. Law School, and has played for the Los Angeles Lacrosse Club.

A 1963 graduate of Dartmouth College, MIRICK FRIEND has been employed for the past year by the New England Mutual Life Insurance Company, working with Methods and Procedures.

Last September PETER SHERIN started graduate work in Finance and Commerce at the University of Pennsylvania.

WILLIAM WHITING, after graduation from Dartmouth College in June, 1963, is working in management with the New England Telephone and Telegraph Company.

1960

Graduating from Amherst this June, RICHARD BENNER, II leaves in July for West Africa on a two-year Peace Corps assignment teaching English in a French-speaking school.

JAMES C. DEVENNEY, JR. has been honored at Brown University as the member of the hockey squad who has shown the greatest all-around improvement, and was awarded the Charley Lanigan Trophy.

In his senior year at Trinity College, THOMAS P. JONES, III has been named to the Dean's List, is a member of the Varsity soccer and swimming teams, and is also on the staff of the undergraduate newspaper.

GEOFFREY H. NICHOLS is on the second midfield of the Middlebury College lacrosse team.

WILLIAM M. BRAUCHER received his Bachelor of Arts degree in American Civilization at Brown University. Bill was Sales Manager for the college yearbook.

LAURENCE G. HANELIN received his Bachelor of Arts degree in Biology from Brown University. Larry was a member of Delta Upsilon Fraternity and was a four-year member of the Faunce House Board of Governors.

FREDERICK D. SMITH received his

Bachelor of Arts Degree in Anthropology from Brown University. A member of Delta Tau Delta Fraternity, Fred was a member of the 1964 Class Cabinet and was twice named to the Dean's List for high academic standing.

1961

Co-captain of the Denison University wrestling team, DAVID W. GRAFF competed in the 130-lb. weight class and had a 9-2-1 dual meet record.

STEPHEN SAWYER wrestled in the 191-lb. weight class as a member of the University of Pennsylvania wrestling team.

1962

Wrestling in the 137-lb. weight class for the Harvard Varsity, HOWARD DURFEE had a record of 7-2-1, the best individual record this season.

CHRISTOPHER V. FERRIS is a varsity lacrosse player at Dartmouth College.

STANTON T. HEALY is a high scoring attack man for the Wesleyan University lacrosse team.

CYRUS W. HOOVER has been selected to join Bowdoin College's famed singing group, the Meddiebempsters.

JAMES O'DEA is playing midfield for the Bowdoin College lacrosse team.

ROBERT ORCUTT has been named to the Dean's List at Brown University.

ANTHONY PEARSON is with the Associated Press for one year, following his first year at the University of Pennsylvania.

KENNETH POUCH is secretary of the Delta Chi Fraternity at Lake Forest College.

JOHN TARBELL, JR. is president of Beta Theta Pi Fraternity at Bowdoin College.

After completing his first year at Oberlin, WARREN VAUGHAN withdrew from school for a year during which he worked as a ranch hand, an aide to a psychiatrist, and an able-bodied seaman on a Norwegian freighter. At present he is working for Pan American at the San Francisco airport and plans to return to Oberlin in the fall.

1963

PETER COBURN is studying at Denison University and has a part-time job as disc jockey at a local radio station.

JEFFREY B. ELLIS is playing on the first midfield for the Kenyon Varsity lacrosse team.

STEPHEN G. HUGHES did an outstanding job in the 157-lb. weight class as a member of the Wesleyan University freshman wrestling team.

RANNY LANGENBACH and PETER MORRIN, our English Exchange Students at Dulwich College and Eton, respectively, spent this past Christmas vacation with PETER ENTWISTLE '62, at his home in Lancashire.

CHADBURN H. SMITH is playing baseball for the University of Vermont and has been initiated into the Delta Psi Fraternity.

ENGAGEMENTS

CLASS		DATE
1955	<i>Philip C. Johnson</i> to Rosalie C. Fiske of Petersham, New York	April, 1964
1956	<i>Irving L. Hadley</i> to Patricia Byrne Bauer of Swampscott, Mass.	March, 1964
1958	<i>H. Ross Chace, Jr.</i> to Alison H. Chase of Hohokus, New Jersey	Spring, 1964
	<i>Harvey L. Hayden</i> to Jennifer Blyth of Comberley, Surrey, England	Fall, 1963
1959	<i>William J. Hunt</i> to Susan Scheurman of Seneca Falls, New York	Unknown
	<i>C. Randolph Light</i> to Joan Elsa Steele of Glen Rock, New Jersey	Winter, 1964
	<i>Alan N. Stone</i> to Waltraud Plassnig of Rosenthal, Austria	April 9, 1964
1960	<i>H. Paul Buckingham, III</i> to Mary Ann Strebb of Wilmington, Delaware	Summer, 1963
	<i>Arnold S. Wood, Jr.</i> to Anne Robinson Meyer of Long Island, New York	Winter, 1964

MARRIAGES

1952	<i>Howard E. Quimby</i> to Mollie Parker in Watertown, New York	May 2, 1964
1953	<i>Richard M. Sargent, Jr.</i> to Ann Louise Misner of Scituate, Mass.	February 8, 1964
1955	<i>Colin M. Curtis</i> to Margaret Austin Johnson of Lookout Mountain, Tennessee	June 6, 1964
	<i>Peter N. Haendler</i> to Priscilla Fulton Smith of Rye, New York	September, 7, 1963
	<i>Allan R. Keith</i> to Winifred A. Ward of New York, New York	May 2, 1964
1956	<i>Thomas P. Elder</i> to Jacqueline Corbett of Solana Beach, California	December 22, 1963
1959	<i>Robert H. Pouch</i> to Ray Barber of Pelham Manor, New York	December 7, 1963
1960	<i>R. William Turner, Jr.</i> to Evelyn Winslow Hathaway of Brooklyn, New York	June 20, 1964

On September 27, 1963, Miss Carolyn C. Mercer was married to Joel R. Cherington at Falmouth Foreside, Maine. They are living in Cambridge.

On December 28, 1963, Miss Janet S. Murphy was married to Richard Norman Leavitt at Newburyport, Massachusetts. Dick will be a member of the Governor Dummer Mathematics Department in the fall, and he and Janet will be living in Perkins I.

BIRTHS

CLASS	NAME	DATE
1954	Michael and Nancy Smith	Eric July, 1963
1955	Malcolm and Marian Graham	Elizabeth Emily August 17, 1963
	Bowen and Jan Tucker	Stefan Kendric December 16, 1963

DEATHS

1900	Frank J. Burns	December 20, 1963
1906	Chester W. Gooch	Spring, 1964
1914	Harold F. Coleman	June, 1962
1921	Edward B. Childs	November 9, 1963
1925	Leverett T. Smith	November, 1963



Top Row: John Davagian, Dick Henry, Norm Kalat, Rick Friend, Bill Whiting, Geoff Nichols, Dick Snowdon, Bob Snyder, Squeak Bailey.

Middle Row: Neil Quinn, Steve Parker '67, Bob Burnham '66, Stan Healy, Forbes Farmer, Frank McGuire, Bob James, Pete Eaton.

Bottom Row: Don Stone, Rusty Navins, John Carroll.

